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ABSTRACT

This paper presents detailed classroom management strategies for teachers working in middle- and secondary-level classrooms. The strategies include: (1) plan lessons that are well organized and fully developed, showing all the components of the teaching-learning cycle using a variety of strategies and activities that reflect multiple learning styles; (2) be orderly by having a good room arrangement, a traffic area free of congestion, a professional space, and an attractive environment corresponding with the unit; (3) have a positive attitude and high expectations for all students; (4) when redirecting individual off-task behaviors, choose nonverbal over verbal comments whenever possible; (5) be motivated, enthusiastic, interested, and well-informed about what is being taught; (6) prevent discipline problems by planning for them before they happen; (7) give clear, explicit instruction of expectations before moving students to activities; (8) keep students actively engaged; and (9) use humor, creativity and concern to handle many problems. Four models of the discipline management plan are featured. (SM)

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SPECIFIC CLASSROOM MANAGEMENT STRATEGIES FOR THE MIDDLE / SECONDARY EDUCATION CLASSROOM

Truth: The secret to good classroom management is to plan lessons that are well organized and fully developed showing all the components of the teaching / learning cycle using a variety of strategies and activities that reflect multiple learning styles. Such organization and planning sets the tone for a well-managed class. Spend the extra time in the afternoons to prepare your room for the next day. Do not let things pile-up. It makes a difference.

General Classroom Practices to Follow:

Be proactive before problems occur. Take the first two weeks of the semester to train your students to do the following:

Intro. Meet students at door in hallway to greet and check role before bell rings.
Begin to establish a classroom routine.
Place a warm-up on overhead or on the board for the first few minutes . . . or
Begin class with an independent activity.
Distribute materials during warm-up . . . or
Have materials for warm-up on desk or table as students walk into room
Place objective(s) on the board and the agenda of day's activities to accomplish
Establish routines for students to pass in warm-up papers.
Have student-of-the-week assist teacher with warm-up tasks.

Instr. Establish signals to gain students' attention.
Explain ways that students' can signal for the teacher's attention.
Create a pattern to pass out books and supplies.
Devise a system for students to pass in/out homework and class papers.
Establish what is appropriate talk during seat work.
Communicate expectations for moving in and out of group work.
Inform students of the expectations during the viewing of videos.
List activities that students can do if they finish work early, i.e., learning centers, games, books, and extensions.
Clarify procedures for when and how students can ask for help, i.e., 1.) ask a neighbor, 2.) ask team leader, and 3.) ask teacher.

End Explain the need to review and link future learning.
Specify how materials are put away.
Instruct for clean up procedures.
Discuss protocol for being dismissed from class.

Other Create Specific Recommendations for the following:
Heading Papers
Bringing Correct Materials to Class.
Sharpening Pencils / Depositing Trash
Posting Assignments
Creating a system for students to follow who have been absent.

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Posting Student Work
Grading Papers
Grading Late Papers
Cheating
Recording of Grades
Borrowing Materials from Teacher
Establishing Restroom Policy
Handling Fire Drills
How and when to seek additional help
General Interruptions, i.e., notes from office, sick student, etc.

Truth: Be orderly by having a good room arrangement, a traffic area free of congestion, a professional space, and an attractive environment that corresponds with unit.

When you need to refocus the whole class:

1. Ask for the students' attention while simultaneously giving a signal to cue students to focus on your directions, i.e., raise your hand until students raise their hand, turn off lights, use a bell or chime signal, or tap on the desk.

2. Change your inflection to a soft voice or whisper to gain attention.

3. Recognize the groups or individuals who are on-task and praise them by name, i.e. - Thanks, Juanita, for being prepared for the next activity.

4. Look at your watch and keep track of the time that the class has wasted. Students must then pay you back after the bell rings. This practice is excellent using peer pressure to defocus the class; however, you must make known your policy ahead of time to the students. (Check school if practice is allowed.)

Truth: Attitude is extremely important in the discipline process. Expect the best from your class, and you will get it. Involve your class in high expectations.

Redirecting Individual Off-Task Behavior:

1. Use direct eye contact toward individual while continuing the lesson.

2. Move into the student's space and stand there next to her/him continuing what you were doing. You may also whisper desired expectations to the student. It may be necessary to state, "See me after class."

3. Ask the disruptive student a question, using her/his name in front of the question to summon attention, i.e. - "Charles, why do you think this was one of the main causes of the war?"

4. Use the individual's name in a comment without interrupting the flow of the lesson. Using a student's name is especially effective if you first use it in a

positive manner, i.e. - "Do you remember when Charles stated yesterday that one of the causes centered on the imbalance of power?"

5. Use specific, positive comments that refocus a negative behavior, "Ralph, I want you to have plenty of time to do quality work." Or, you could say, "I know that you will do better if everyone is quietly working."

6. Give a positive direction, followed by a "thanks." Avoid the use of "please." It is better to be definite, i.e. - "Remember our rules for listening." Then move on, expecting the student to comply.

7. Praise the other students by stating, "Thanks for all of you who are being such active listeners."

8. Use a strategic pause in the middle of your statement to the class. Say the student's name in a firm tone, followed by a pause for attention, then continue with the lesson.

9. Never embarrass a student in front of the class. If you need to discuss behavior with the student, arrange for this privately.

10. Write the name of the student on the board followed by checks if student continues to be disruptive.

Truth: When redirecting individual off-task behaviors, it is better to choose nonverbal over verbal comments whenever possible.

<u>Redirecting Individual Off-Task Behavior through Nonverbal Communication:</u>

1. Give the "teacher" look that communicates distress at the student's behavior. Practice at home in the mirror before you try it in class.

2. Choose appropriate gestures and facial expressions to express your concerns.

3. Use your tone of voice, eye contact, proximity to the student to alter behavior.

4. Ask student, "How can I help you improve [behavior] in class?

5. Move continuously around the room to monitor students.

6. Shake your head and give a stern look to an individual.

7. Use a timer for classroom activities. When bell goes off, students know to put their pencils down and look at the teacher. You, however, need to train your students to do this procedure during the first two weeks of the semester.

8. Take any distracting objects away from the student. Student may pick-up the object after school.

9. Touch the student on the shoulder (if allowed) as you pass by to redirect any off-task behavior. You may want to follow it up with a "look."

10. Tap student's work or point to the place s/he should be.

11. Signal by pointing your finger for the student to move from the area in which he is distracted or causing the distractions.

12. Move and stand beside a student who is not paying attention until student is back on task.

13. Stand quietly in front of the room and wait for ALL students' attention.

14. Point to your watch to remind students that time is running out.

15. Have students use signals to identify when they are ready to move on or listen, i.e., pencils laid down on desk, papers turned over, or books closed.

16. Place notes on the board or overhead of what is expected next. You may want to write out some directions, step-by-step.

17. Use pictures and diagrams as often as possible to represent material learned.

18. Point to the procedure for an activity or the class rule students need to follow on a class chart in front of the room.

19. If at all possible, remove a disruptive student from the room to discipline. To discipline a student in front of his/her peers may invite an incident from the student in order to "save face" in front of peers.

Truth: Be motivated, enthusiastic, interested, and well informed about what you are teaching. This is catching. If you sound bored with the materials, the students will be, too.

Movement of Students in the Classroom:

1. Set time limits for movements, i.e. - "In the next 30 seconds, I would like for you to move into your groups."

2. Signal students to move into groups who are attentive and using appropriate behaviors, i.e. - "I can see that Table One is ready to pick-up their materials."

3. Make sure you give all of the needed directions before you begin an activity to reduce problems before students move into groups.

Truth: Prevent discipline problems by planning for them before they happen. Anticipate the problem and how to handle the problem.

Reinforcing Positive Behaviors:

1. Write notes to students expressing positive messages.

2. Call the student's parents and give much verbal praise of student.

3. Use verbal praise such as, "I like the way that Table One is set-up to begin."

4. Reward students with coupons (bonus bucks) for privileges for computer time, free time, homework exemption, or seat change.

5. Reward the class for a good day with an appropriate award such as, "Everyone worked so hard today that I will give you ten minutes to read whatever you want at the end of the period"

6. Reduce homework as a reward if class can demonstrate they understood lesson well.

7. Give group points when group works hard and cooperatively.

Truth: Give clear, explicit instruction of expectations before moving students to activities. Check for understanding to make sure everyone knows what is expected.

Managing the Environment of the Classroom:

1. Ask students to help you clean up. One teacher uses a technique called "Magic Trash". From the trash lying around the room, she secretly chooses two pieces to be the magic pieces. Students silently pick up as much trash as they can and place it on their desks for the teacher to examine. All students then place their trash in the trash can. Those students who pick up the magic pieces can choose the magic trash for the next day or receive a small reward.

2. Do not let students be dismissed until all the materials have been returned to the proper place and trash has been picked-up from the floor.

3. Allow students --if they are working well-- to play recorded music during group or individual activities as long as it is not distracting. Teachers may have to keep a supply of music to select. (Warning: Some districts do not allow the radio to be played in the classroom. Many districts require that teachers listen all recorded tapes for censorship purposes.)

4. Reward students who have worked well to leave first at the end of class.

Truth: Keep students actively engaged. It gives them less opportunity or reason to be off-task. Include students actively in all parts of the

lesson including effective questioning techniques and motivation strategies.

Implementing a Discipline Plan:

1. Have a discipline plan that works for you. Make sure the students know your expectations clearly in advance before you implement the policy. Also, articulate your plan in writing and require signature of student and parents of class policies. Place discipline plan in a central area of your classroom.

   a. Throughout the year, model appropriate behaviors as needed. Students must know what is expected.
   b. Do not make more than five general rules for students to follow, such as, "Students need to show respect to one another at all times in the classroom."

2. Design a contract with the student who has continuous difficulties. Focus on one problem at a time. Have the student involved in designing the contract.

3. Involve the students in establishing classroom rules and consequences in the beginning of the semester. If they have ownership of the rules, they will be more likely to follow and support them. Keep rules visually posted throughout the year.

4. Convey high expectations to students at all times. Let them know the purpose for being there is to learn, and you will do everything in your power to make sure learning will continue.

Truth: Use humor, creativity, and concern to handle many problems.

Models of Discipline Management Plan

Note: It is important to check first with your school or district to see if a policy has already been established; if not, below are several possible models to consider. Please check local policy.

Model 1 - Below are a few examples of the kind of class rules that may be needed.

In my classroom . . .

I ask you to show RESPECT and a positive attitude to me and to the class by raising your hand, by not talking when I talk, etc.
I ask you to use your common sense as to what is appropriate behavior and remarks for the classroom.
I ask for you to sit in your seat and be quiet when I ask for your attention.
I ask you to pay attention when I am teaching.
I ask you to stay quiet and listen when another student is asking me for help or sharing knowledge.
I ask you to be prepared for each class with notebook, text, and pen.

I ask you to be in your assigned seat when the bell rings.

Model 2 - A classroom management plan often includes a set of increasing consequences associated with each stage. It is important that this policy be clarified and carried out early in the semester. Please check first to see what the campus policy is that has been established. Otherwise, here are some examples of the stages that many campuses use:

Level I: No Warning - Handled quickly during the course of the class.

1. Minor disruptive behavior (horseplay, rudeness, talking out-of-turn).
2. Not doing required work in or out of class.
3. Not bringing text, notebook, or supplies to class.
4. Possession of prohibited articles (earphones, toys, food).

Level II: First Warning - Handled in one-on-one context.

1. More disruptive behavior.
2. Continuous avoidance of work in or out of class.
3. Continuous absence of text, notebook, or supplies.
4. Continuous problem with prohibited articles.
5. Missing / skipping a d-hall.
6. Use of profanity.
7. Disobedience that undermines teacher authority.
8. Tardiness

Level III: Second Warning - Earned a D-Hall and Phone Call to Parent

1. Continuation of Group II Behaviors without resolution.
2. Truancy
3. Instigating a fight; pushing and shoving.
3. Destruction of school property.

Level IV: Third and Final Warning - Administrative Referral

1. Continuation of all the above behaviors without resolution.
2. Theft and Vandalism - Administrative Referral
3. Illegal substances - Administrative Referral

Name	Warning I: one-on-one	Warning II: 30 min. d-hall	Warning III 60 min. d-hall	Conference

Model 3 - Discipline Notebooks: Each time that the teacher gives a verbal warning, the student must take a specified classroom notebook and find his/her name already on one of the pages in the class section. Students are to write the date, inappropriate behavior, consequence, and signature. All of this takes place

silently as the teacher continues to conduct class. (Some teachers have student sign notebook in the hallway to remove them an audience of peers and to calm them before returning to the classroom.) The teacher, however, must cover the procedure and consequences early in the semester. The following is an example of information needed for each student for the semester:

Discipline Record

Student Name: _____

Date	Behavior	Consequence	Signature	Teacher Initials

Model 4 - If you choose to break a rule:

1st offense: name on board, offense recorded in conduct book, last to leave class.
2nd offense: name on board, offense recorded in conduct book, 15 minute detention.
3rd offense: name on board, offense recorded in conduct book, 30 minute detention, and parent called.
4th offense: name on board, offense recorded in conduct book, referral written and sent to principal.

Severe disruption will result in the student being sent out of the classroom immediately; a referral may follow.

Make sure you keep track of all positive and negative parent/student contacts throughout the year, specifically the date, time, incident, phone number, and situation.

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